

Recommendations by the Accreditation Team and Report of the Accreditation Visit for Professional Preparation Programs at Antioch University, Santa Barbara

Professional Services Division

June, 2011

Overview of This Report

This agenda report includes the findings of the accreditation visit conducted at Antioch University, Santa Barbara. The report of the team presents the findings based upon reading the Institutional Self-Study Reports, review of supporting documentation and interviews with representative constituencies. On the basis of the report, an accreditation recommendation of **Accreditation with Stipulations** is made for the institution.

Common Standards Decisions For all Programs offered by the Institution

	Met	Met with Concerns	Not Met
1) Educational Leadership	X		
2) Unit and Program Assessment and Evaluation		X	
3) Resources	X		
4) Faculty and Instructional Personnel	X		
5) Admission	X		
6) Advice and Assistance	X		
7) Field Experience and Clinical Practice	X		
8) District Employed Supervisors	X		
9) Assessment of Candidate Competence	X		

Program Standards

	Total Program Standards	Program Standards		
		Met	Met with Concerns	Not Met
Multiple Subject	19	X		
Prelim. Ed. Spec. Mild/Moderate, with Intern	21	X		
Multiple Subject Clear	6	X		

The site visit was completed in accordance with the procedures approved by the Committee on Accreditation regarding the activities of the site visit:

- Preparation for the Accreditation Visit
- Preparation of the Institutional Self-Study Report
- Selection and Composition of the Accreditation Team
- Intensive Evaluation of Program Data
- Preparation of the Accreditation Team Report

**Commission on Teacher Credentialing
Committee on Accreditation
Accreditation Team Report**

Institution: Antioch University, Santa Barbara

Dates of Visit: May 15-18, 2011

Accreditation Team

Recommendation: Accreditation with Stipulations

Rationale:

The unanimous recommendation of **Accreditation with Stipulations** was based on a thorough review of the institutional self-study; additional supporting documents available during the visit; interviews with administrators, faculty, candidates, graduates, and local school personnel; along with additional information requested from program leadership during the visit. The team felt that it obtained sufficient and consistent information that led to a high degree of confidence in making overall and programmatic judgments about the professional education unit's operation. The decision pertaining to the accreditation status of the institution was based upon the following:

Common Standards

Team members discussed all documentation, evidence and information collected from interviews. Following these discussions the team considered whether the Common Standards were met, met with concerns, or not met. The consensus of the team is that all Common Standards are **Met** with the exception of Common Standard 2 (Unit and Program Assessment and Evaluation) which is **Met with Concerns**.

Program Standards

Team members discussed all documentation, evidence and information collected from interviews. Following these discussions the team considered whether the program standards were met, met with concerns, or not met. The consensus of the team is that all program standards are **Met**.

Overall Recommendation

The team completed a thorough review of program documents, program data, and interviewed institutional administrators, program leadership, faculty, supervising instructors, master teachers, candidates, completers, and Advisory Board members. Due to the fact that all Common Standards are met, with the exception of Common Standard 2 which is **Met with Concerns**, and that all program standards are **Met**, the team recommends an accreditation decision of **Accreditation with Stipulations**. The one stipulation recommended is as follows:

Stipulation: That within a year of the site visit, Antioch University provide for the Committee on Accreditation a written response with evidence that addresses Common Standard 2 issues identified in this report and demonstrates that the unit assessment system is being fully implemented.

On the basis of this recommendation, the institution is authorized to recommend candidates for the following Credentials:

Initial/Teaching Credentials
Preliminary Multiple Subject
Preliminary Education Specialist –
Mild/Moderate
Preliminary Education Specialist –
Mild/Moderate Intern

Advanced/Service Credentials
Clear Credential

The team and staff recommend that:

- The institution's response to the preconditions be accepted.
- Within a year of the site visit, Antioch University, Santa Barbara provide for the Committee on Accreditation a written response with evidence that addresses Common Standard 2 issues identified in this report and demonstrates that the unit assessment system is being fully implemented.
- Antioch University be permitted to propose new credential programs for approval by the Committee on Accreditation.
- Antioch University continue in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing.

Accreditation Team

Team Leader:

Edmundo F. Litton
Loyola Marymount University

Team Member:

Cameron McCune
Fullerton School District (Retired)

Team Member:

Mindy Sloan
Brandman University

Staff to the Visit

Larry Birch, Katie Croy
Commission on Teacher Credentialing Consultants

Documents Reviewed

University Catalog
Candidate Files
Common Standards Narrative
Program Assessment Feedback
Candidate Portfolios
Schedule of Classes
Assessment Data
Course Syllabi

Biennial Report Feedback
PACT Documents
Faculty Vitae
Faculty and Supervisor Evaluations
Advisement Documents
Field Experience Documents
Student Handbooks
Advisory Meeting agendas and minutes

Interviews Conducted

	Common Standards	Program Sampling	TOTAL
Candidates	20	20	40
Completers	15	20	35
Employers-Site Administrators	7	2	9
Institutional Administration	12		12
Program Coordinators	2	2	4
Faculty/Instructional Personnel	15	7	22
Field Supervisors	10	8	18
District Employed Supervisors	2	21	23
Credential Analyst	1		1
Advisory Board Members	7	3	10
Totals			174

Note: In some cases, individuals were interviewed by more than one cluster (especially faculty) because of multiple roles. Thus, the number of interviews conducted exceeds the actual number of individuals interviewed.

Institutional Information

Antioch University's first president, Horace Mann, was considered the architect of public education in the United States. As an institution, Antioch has always been committed to K-12 public education. Of the Antioch University campuses across the country, most have teacher education programs. Because teacher education at Antioch is highly valued, the University supports its teacher education programs on par with other graduate programs. The cornerstone of Antioch University's educational philosophy is a tripartite model of academic excellence, experiential learning, and social engagement. Throughout its history, Antioch has engaged candidates in a critical exploration of values, fostered concern for social issues, and encouraged candidates to act for social justice. The current mission statement promotes these values.

These ideals and corresponding experiences are reflected in the design, mission, and objectives of the Master of Arts in Education and Teacher Credentialing (MAETC) program at Antioch University Santa Barbara, which sees teaching as a way to effect social change. The theoretical frame for all three credential preparation programs within the MAETC encompasses Antioch's "heritage" value for social justice as critical pedagogy, a deep commitment to ecological literacy and a pedagogical commitment to learning from practice. Teacher Education at Antioch Santa Barbara originates from Progressive, Humanistic traditions, Developmental Psychology, and contemporary brain based learning research. The orienting program objectives and Antioch Domains of Practice directly reflect this mission.

Antioch University Santa Barbara (AUSB) is an independent campus within the Antioch University system, which consists of five campuses in 4 states. The Santa Barbara campus serves approximately 350 students of whom approximately 10% are enrolled in MAETC. AUSB's education program maintains three credential preparation programs (Multiple Subject, Education Specialist Mild/Moderate Preliminary, and General Education Clear). The program's

mission and vision are consistent with the University's highly successful and long-standing teacher preparation programs at its other campuses in Yellow Springs, Keene, Los Angeles, and Seattle.

**Approved Credential Programs offered by Institution
2010-11**

Credential Program	Current Enrollment	Completers 2009-10	Completers 2008-09	Agency Reviewing Programs
Preliminary Multiple Subject	12	8	14	CTC
Preliminary Education Specialist: Mild/Moderate	5	9	5	CTC
Clear	4	3	4	CTC

The Visit

In fall 2010, Commission staff began working with the institution in planning for the visit. In December, CTC staff visited the institution for one day in what would normally have been the "Year Out" previsit. Regular telephone and e-mail contact was made between Commission staff and institutional personnel on a monthly basis. In early February, a conference call was held with institutional staff and Commission staff to handle planning details for travel and lodging for the site visit. On March 11, CTC consultants visited the institution and conducted the "Two Month Out" previsit. The site visit began on Sunday, May 15 at 1:00 pm and was completed on Wednesday, May 18, 2011. On Tuesday morning, a Mid-Visit Status report was shared with the institutional personnel. On Tuesday evening, consensus was reached on all standard decisions and on the accreditation recommendation. The Exit Report was held at the university at 10:00 am on Wednesday, May 18, 2011.

Common Standards

Standard 1: Educational Leadership

Standard Met

The institution and education unit create and articulate a research-based vision for educator preparation that is responsive to California's adopted standards and curriculum frameworks. The vision provides direction for programs, courses, teaching, candidate performance and experiences, scholarship, service, collaboration, and unit accountability. The faculty, instructional personnel, and relevant stakeholders are actively involved in the organization, coordination, and governance of all professional preparation programs. Unit leadership has the authority and institutional support needed to create effective strategies to achieve the needs of all programs and represents the interests of each program within the institution. The education unit implements and monitors a credential recommendation process that ensures that candidates recommended for a credential have met all requirements.

Findings

Antioch University has a mission statement that clearly influences a research-based vision for educator preparation. The educational philosophy of the institution is grounded on the promotion of social justice, academic excellence, experiential learning, and social engagement. Program faculty and staff see teaching as a way to effect social change. Thus, the programs are grounded heavily on the value for social justice through critical pedagogy (as defined by Paolo Freire). The teacher preparation programs are heavily influenced by principles of progressive and humanistic traditions as well as developmental psychology. Through interviews with the President, Vice Presidents, and program faculty and staff, it is clear that the mission of social justice is a central part of the institution's mission. One of the primary reasons the administration is committed to supporting the teacher preparation program is because of the connection between teaching and social justice.

The vision of the University is responsive to California's adopted standards and curriculum frameworks. Antioch University faculty and staff include diverse experiential learning activities in their coursework. For example, candidates participate in "Passion Week" where candidates are involved in a one-week inquiry experience. The educator preparation programs have goals that are aligned with the core values of the institution. Some of the program goals are that candidates; develop critical thinking skills, collaborate effectively, apply ecological literacy skills, and become effective leaders. In interviews with program staff, it was demonstrated how progressive education and experiential learning ensures that all candidates are exposed to the state adopted academic standards and curriculum framework. The program also emphasizes standards that are essential to problem solving and critical thinking. These skills are necessary if future teachers are expected to be change agents in their communities. Candidate interviews confirmed that the mission and vision of the program are integrated into their coursework. Candidates and faculty stated that the social justice and ecological literacy components were stressed throughout their teacher preparation program.

The small size of the program at Antioch University helps facilitate collaboration across units at the University. The program chair coordinates all activities of the unit and interacts with other

administrators (e.g. Registrar, Financial Aid Office) to ensure that the program is run effectively. Furthermore, the program faculty and staff meet weekly. An advisory board of stakeholders also meets once a quarter. Advisory board members stated that they actively participate in decisions that impact the teacher credential programs. For example, advisory board members provided feedback on the teaching performance assessment. They also provided feedback on the possibility of creating on-line courses for the teacher credential program.

The program at Antioch University has the support of university administrators including the University President. Most recently, the President and her team provided additional financial aid to candidates in the education program that was tied to Americorps service so that the education program at Antioch was more affordable. The program chair works closely with the Academic Vice President to ensure that the program vision is clearly aligned with the university mission. The program chair also participates in various campus governing groups including the Academic Leadership Team. This team makes recommendations to the university administration on issues significant to faculty and student services such as the allocation of resources.

The program sponsor has a dedicated credential analyst who implements and monitors the credential application process. Candidates are informed of the credential requirements initially at the program orientation and in a seminar course. Prior to advancement to student teaching, the credential analyst evaluates the file of each candidate to ensure that all requirements have been met especially subject matter competency (through completion of the California Subject Examination for Teachers or CSET) and the progress is tracked electronically. In an interview, candidates stated that they were informed of the credential requirements and application process. Prior to ending student teaching the credential analyst meets with each candidate to assist them in the on-line application process.

Standard 2: Unit and Program Assessment and Evaluation Standard Met with Concerns

The education unit implements an assessment and evaluation system for ongoing program and unit evaluation and improvement. The system collects, analyzes, and utilizes data on candidate and program completion performance and unit operations. Assessment in all programs includes ongoing and comprehensive data collection related to candidate qualifications, proficiencies, and competence, as well as program effectiveness, and is used for improvement purposes.

Findings

The teacher credential programs are part of a university assessment system where individual programs are reviewed on an annual basis. The Vice President of Academic Affairs and the Vice President of Institutional Research described the peer review process that the Education department faculty and staff complete during the year. Other program chairs in the university review the department's annual report and feedback is provided to the program.

The program chair coordinates the assessment activities of the teacher credential programs at Antioch University. All courses are tied to particular learning objectives and assignments in each class, giving candidates the opportunity to demonstrate that they have met the learning objectives. For example, in "Science: Discovery, Teaching, Action and Learning" candidates complete a unit plan organized around a big idea. The unit goals are tied to the California

Science standards. In the course, “Small Group Seminar for Special Education”, the candidates are asked to complete a project that will allow them to understand the context of their student teaching placement. In this assignment, candidates complete a neighborhood walk and a caring community plan. In both classes, the professor of the class evaluates the assignment.

Information gathered through a review of documents and interviews with candidates, cooperating teachers, university supervisors, and program leadership indicates that university supervisors and the cooperating teachers evaluate the candidate competencies in the field. Candidates stated that a university supervisor observes them once a week. The university supervisor meets with the candidate and shares feedback. This meeting may be conducted in person immediately following the observation, and/or via phone or email. The cooperating teacher evaluates the candidates using a form provided by the University.

Candidates in the Multiple Subjects program complete the PACT (Performance Assessment for California Teachers). In addition to the support provided by the PACT Coordinator, candidates complete assignments in their coursework that prepare them for the PACT. Strong collaboration with faculty at the University of California, Santa Barbara (UCSB) allows Antioch University Santa Barbara candidates to attend workshops at UCSB that help prepare them to complete the PACT. Data from the PACT are aggregated and the program chair writes a report that is shared with the faculty.

At the unit level limited information is collected across programs. Assessments are completed informally (e.g. conversations with the program chair) and most data collected are anecdotal, pertaining only to individual candidates. Although individual faculty members assess candidate work there is no system in place to look for trends across programs. The unit does not currently have a systematic process data collection and analysis. This concern was also noted in the CCTC staff response on the program’s biennial report. Furthermore, the program does not systematically collect data from program completers and employers. The program chair interacts with various stakeholders (such as employers) and informal feedback is provided.

Based on feedback from the biennial report and interviews at the site visit, the program has started to implement a formal assessment system. For example, four key assessments have been selected for the Clear credential program. These key assessments are tied to standards. Alignment with the standard will require continuation of the building and implementation of a system where assessment data are collected and the findings used to inform decisions related to program improvement and unit operations.

Standard 3: Resources

Standard Met

The institution provides the unit with the necessary budget, qualified personnel, adequate facilities and other resources to prepare candidates effectively to meet the state-adopted standards for educator preparation. Sufficient resources are consistently allocated for effective operation of each credential or certificate program for coordination, admission, advisement, curriculum and professional development, instruction, field-based supervision and/or clinical experiences, and assessment management. Sufficient information resources and related personnel are available to meet program and candidate needs. A process that is inclusive of all programs is in place to determine resource needs.

Findings

Antioch University administration provides the necessary resources for the teacher credential programs. Faculty and staff have adequate offices and classrooms equipped with technology. At the time of the site visit, the University was in the process of relocating to a new location a few blocks away from the current building in downtown Santa Barbara. The new location has taken into consideration the needs for future technology. Rooms are equipped for electronic presentations and video conferencing. According to the librarian the library access will be enhanced with the new facilities. Parking and access to the Internet have been expanded at the new facility.

There is a budget process for the University that begins late in the Fall and concludes in the Spring. The program chair discusses budget needs with the Vice President for Academic Affairs. Budgeting is decentralized and each department head is responsible for his/her budget and staffing needs. Due to the small size of the staff and department it appears that the communication process is sufficient to address resource needs. The budget is adequate to address the needs of faculty, staff, and candidates. Both the local college resources and the broader University as a whole support the education department. This is especially true in areas such as technology. Antioch University Santa Barbara benefits from the buying power and expanded resources of the Antioch University system. Areas such as student degree monitoring, credential monitoring and availability of software to candidates, at a reduced rate, benefit from the broader buying power of the greater University network.

Physical resources are adequate to meet the needs of the program while personnel resources are stretched in some areas. The small staff has been given a wide range of responsibilities. According to interviews, faculty and staff carry a heavy load. The administration wants to increase student enrollment to allow for additional staff. The ratio of university supervisors to candidates meets the existing needs.

Some candidates and graduates expressed difficulty in accessing resources, such as the library and financial aid, at times when they were on campus. An interview with the librarian revealed that the library was open from 9:00am-8:00pm Monday through Thursday and 9:00am-5:00pm on Friday and Saturday. With the increased focus on technology, library access on campus may not be as much of a concern in the future. The University subscribes to the Ohio link which is available for inter library research.

Standard 4: Faculty and Instructional Personnel

Standard Met

Qualified persons are employed and assigned to teach all courses, to provide professional development, and to supervise field-based and/or clinical experiences in each credential and certificate program. Instructional personnel and faculty have current knowledge in the content they teach, understand the context of public schooling, and model best professional practices in teaching and learning, scholarship, and service. They are reflective of a diverse society and knowledgeable about diverse abilities, cultural, language, ethnic and gender diversity. They have a thorough grasp of the academic standards, frameworks, and accountability systems that drive the curriculum of public schools. They collaborate regularly and systematically with colleagues in P-12 settings/college/university units and members of the broader, professional community to improve teaching, candidate learning, and educator preparation. The institution provides support for faculty development. The unit regularly evaluates the performance of course instructors and field supervisors, recognizes excellence, and retains only those who are consistently effective.

Findings

Qualified faculty members are hired to address the needs of the candidates. All full time and part-time faculty members have advanced degrees and rich professional experience in K-12 schools. The program chair has an earned doctorate. Faculty represents a strong base of experience and theory.

Faculty understand the context of public schooling, have current knowledge in the content they teach, and model best professional practices in teaching and learning, scholarship, and service. Candidates report that faculty members have a strong practical background and are well prepared to integrate content and pedagogy. Faculty represents a balance of theory and practical experience.

The program highlights social justice and embraces diversity. Full time faculty consists of one white female. In 2010-2011 academic year in addition to the full time white female faculty member, candidates were taught by faculty who identified themselves as Hispanic, Asian, Native American, and White. Two faculty members are bilingual and one was a first generation immigrant from Italy. In addition faculty members are knowledgeable about diversity and have an understanding of cultural, language, ethnic and gender issues and the impacts on the classroom. Because of their expertise in issues of language diversity faculty have participated in school district efforts to empower the parents of second language learners. Faculty have worked with youth activities that promote inclusive cross-cultural experiences such as “Peace Camp”. In coursework, candidates engage in readings on cultural diversity. The text “Open Minds to Equality” is included as a resource in planning lessons. Candidates are also introduced to ethnography as a method for understanding various cultures. The tools of ethnography are used in observing and making sense of individual student’s classroom learning experiences, classroom cultural norms, and communities. Interviews of candidates and completers confirmed that they were well prepared to adequately respond to issues of diversity in their classes.

Faculty has a thorough grasp and appreciation of the academic standards, frameworks, and accountability. Completers reported that while they did not always appreciate the rigor and attention to the standards and frameworks while enrolled in the program, they came to realize the value while on the job after completing the program.

Meeting agendas and minutes along with faculty reports confirmed that there were frequent meetings to collaborate internally and with members of the P-12 community. Meetings often included a focus on improving the teaching process and credential preparation program.

Faculty development is primarily met through presentations at departmental meetings and collegial sharing. A portion of the departmental budget is allocated for staff development and conference attendance. The current usage does not indicate a shortage of funds.

Information obtained through interviews with program leadership, candidates, completers, school-site based administrators, cooperating teachers, and university supervisors, as well as a review of documents, indicates that program personnel effectiveness is evaluated in various ways. Candidates evaluate the performance of course instructors at the middle and end of each course. The mid-quarter course evaluations are immediately shared with the respective instructor by the program chair. End of course evaluations are shared with respective instructors at the end of each quarter, after the respective instructor has submitted final course narratives for each candidate in his/her course. Candidates evaluate university supervisors and cooperating teachers two times each quarter. In addition, the program chair meets with university supervisors on a regular basis. University supervisors describe their experiences with candidates in the field. If concerns with supervisor performance are identified via formal candidate ratings or through information shared in meetings, the program chair meets individually with a supervisor. Only those university supervisors and cooperating teachers who are successfully fulfilling their responsibilities are retained.

Standard 5: Admission

Standard Met

In each professional preparation program, applicants are admitted on the basis of well-defined admission criteria and procedures, including all Commission-adopted requirements. Multiple measures are used in an admission process that encourages and supports applicants from diverse populations. The unit determines that admitted candidates have appropriate pre-professional experiences and personal characteristics, including sensitivity to California's diverse population, effective communication skills, basic academic skills, and prior experiences that suggest a strong potential for professional effectiveness.

Findings

The institution uses well-defined admission criteria and procedures. Commission adopted requirements are adhered to when applicants are considered for admission. For example, admission staff makes sure that all prospective applicants have a Bachelor of Arts degree and meet the minimum grade point average requirement. The catalog of the University defines the basic criteria for admission.

Admissions staff utilizes a number of resources to encourage and support applicants from diverse populations. The University is working with Americorps and First Five to encourage students from diverse backgrounds to attend Antioch University so that the student population is more reflective of the Santa Barbara Community. Local city colleges are also utilized to encourage applicants to apply. The teacher preparation program has established relationships with Santa

Barbara Community College so that “early deciders” are able to transfer to Antioch University Santa Barbara and study for their teaching credential while pursuing their Bachelor’s degree.

According to employers who were interviewed, the teacher preparation program at Antioch University has a good reputation in the Santa Barbara community. As such, one of the most effective recruitment strategies is word of mouth from faculty, staff and students, graduates, and employers. The new location of the University is more centrally located and thus the University will be more visible to the community. This visibility will help with local recruitment. Recruitment currently focuses on the geographical area of fifty to one hundred miles from the campus.

Applicants are recruited based on their strong potential for professional effectiveness. Due to the program’s emphasis on social justice, admission staff gives special attention to the prior service of applicants to their community and desire to serve their community in the future. Admission staff ensures applicants meet the academic criteria.

Standard 6: Advice and Assistance

Standard Met

Qualified members of the unit are assigned and available to advise applicants and candidates about their academic, professional and personal development, and to assist each candidate’s professional placement. Appropriate information is accessible to guide each candidate’s attainment of all program requirements. The institution and/or unit provide support and assistance to candidates and only retains candidates who are suited for entry or advancement in the education profession. Evidence regarding candidate progress and performance is consistently utilized to guide advisement and assistance efforts.

Findings

Information gathered through a review of documents indicates that core faculty members have skills in advising and are made aware of current credential requirements. They advise applicants about their academic as well as their professional and personal development. The credential analyst maintains continued communication from the CTC and attends the conference for credential analysts. The evaluation of faculty performance includes an examination of candidate advising, which is considered a significant aspect of their work. Interviews with program leadership and staff indicated that primary academic advising is the responsibility of the program chair and core faculty. The program chair attends trainings by the CTC (in person and web based), as well as professional conferences on teacher education, and is trained as a Board of Institutional Reviewer. The chair shares current information with all faculty who advise candidates and also alerts the admissions office about new policies that may affect admissions counseling.

From the admissions process throughout program completion, graduation, and job placement, candidates are provided multiple opportunities to learn about their academic, professional and personal development, and receive services regarding credential application and renewal, induction, and professional placement. During the admissions interview the legal requirements for certification, program course requirements, quarterly schedule, and field work requirements

are communicated orally and in writing. Applicants are required to sign their name to the list of discussed items, acknowledging that they have been so informed.

Review of documentation and interviews confirmed that at the mandatory program orientation, candidates were informed in writing about the program's prerequisites, coursework requirements, course scheduling within the program sequence, field experience requirements, and the specific deadlines for making satisfactory progress in the program. They are also informed about the legal requirements for state certification. Candidates for each credential receive a program handbook at the orientation. Newly enrolled candidates are supported primarily by the program chair and core faculty. Other support is provided by program coordinators, representatives from the Financial Aid and Registrar's Offices.

Interviews with the program chair, faculty, university supervisors, and cooperating teachers indicate they are prepared to, and on occasion, identify individual candidates who require additional support. Support may include individualized assignments, discussions, and/or field placements. A review of the Problem Identification Form and information collected through interviews, indicates the form is completed to include specific steps for the candidate to implement in reaching his or her goals. The program chair will meet one on one with a candidate if efforts by faculty, cooperating teachers, and university supervisors do not lead to a successful resolution. The program chair may refer the candidate to appropriate on or off campus services if needed.

If a problem is deemed significant, that is, as a likely barrier to meeting program requirements, the program chair will place the candidate on academic probation. Typically, a candidate has one academic quarter to rectify the problem. If the problem has not been resolved, the candidate may either voluntarily withdraw from the program or may be withdrawn by the program. Antioch does not hesitate to counsel candidates out of the program who, after multiple attempts to rectify a problem, do not appear likely to succeed in meeting the requirements. Candidates are also permitted to re-apply when conditions are more suitable to their success. Interviews are conducted at re-application to determine the appropriateness of the program for the candidate.

Standard 7: Field Experience and Clinical Practice

Standard Met

The unit and its partners design, implement, and regularly evaluate a planned sequence of field-based and clinical experiences in order for candidates to develop and demonstrate the knowledge and skills necessary to educate and support all candidates effectively so that P-12 students meet state-adopted academic standards. For each credential and certificate program, the unit collaborates with its partners regarding the criteria for selection of school sites, effective clinical personnel, and site-based supervising personnel. Field-based work and/or clinical experiences provide candidates opportunities to understand and address issues of diversity that affect school climate, teaching, and learning, and to help candidates develop research-based strategies for improving student learning.

Findings

Information collected through interviews with program leadership, faculty, staff, cooperating teachers, university supervisors, advisory board members, candidates, and alumni indicates that

Antioch University Santa Barbara designs and implements a planned sequence of field-based experiences. The formal evaluation of field experiences is based upon candidate feedback, while informal evaluation is conducted via conversations with cooperating teachers and among university supervisors. For example, in response to concerns regarding program expectations, program leadership and faculty members are reviewing curriculum and course content within the education specialist program to reduce redundancy and decrease candidate workload. An initial meeting was held in winter, with a second scheduled for spring. Program leadership stated that the multiple subjects program will be reviewed in a like manner. A review of biennial reports and program documents revealed that multiple sources of data are collected to determine the extent to which candidates develop and demonstrate the knowledge and skills necessary to educate and support all students effectively.

Interviews with program leadership and partner leadership revealed that Antioch University Santa Barbara collaborates with its partners regarding the selection of school sites, effective clinical personnel, and site-based supervising personnel. A review of the field experience documents indicated that the process for selecting school sites is individualized with consideration for the needs of each specific district. For example, in one district the decision is made in partnership with the Director of Personnel and in another the decision is made by school principals. The criteria for identifying cooperating teachers and support providers is delineated by the advisory board and implemented by each district. Each district, and respective school site, provides input into the selection of specific cooperating teachers and support providers. The final decision for a placement, however, rests with the faculty in consultation with principals and cooperating teachers in the schools.

Cooperating teachers, university supervisors, program leadership, candidates, and alumni reported that field-based experiences provide candidates with opportunities to understand and address issues described in Standard 7. For example, candidates are provided opportunities to engage in a constructivist math project in a partnership with the University of California, Santa Barbara mathematics department and teachers in local school districts. Information collected through interviews also indicates that candidates are given opportunities to understand and address diversity, teaching and learning, and research-based strategies for improving student learning. For example, candidates described being instructed on school culture at the student teaching orientation they were required to attend. Interviews with cooperating teachers and candidates revealed that most candidates have opportunities to address issues of diversity in their field placement. If a candidate is placed in a setting that does not include opportunities to address diversity, s/he is required to gather this experience through approved observations in other settings.

Standard 8: District-Employed Supervisors

Standard Met

District-employed supervisors are certified and experienced in either teaching the specified content or performing the services authorized by the credential. A process for selecting supervisors who are knowledgeable and supportive of the academic content standards for students is based on identified criteria. Supervisors are trained in supervision, oriented to the supervisory role, evaluated and recognized in a systematic manner.

Findings

A review of resumes, as well as interviews with alumni, candidates, program leadership, and cooperating teachers, revealed that each cooperating teacher and support provider is certified and experienced in teaching the specific content and performing the services authorized by the credential being sought by the candidate with whom s/he is working. For example, education specialist candidates and multiple subject candidates indicated that their cooperating teachers possessed credentials that aligned with the credential they are seeking. Candidates seeking to earn a multiple subjects credential indicated that their cooperating teacher held a multiple subject credential.

Information obtained through a review of documents and interviews with program leadership, cooperating teachers, school-site based administrators, university supervisors, alumni, and candidates indicated that each supervisor has experience teaching the specified content and performing the services authorized by the credential being sought by each respective candidate. For example, the Cooperating Teacher Background form required that each applicant provide information concerning his/her degrees, credentials, authorizations, professional development, and current employment placement. Interviews with program leadership identified criteria for selection of cooperating teachers.

Interviews with program leadership, university supervisors, cooperating teachers, alumni, and candidates, as well as a review of documents, indicated the following. Program leadership and university supervisors reported that they orient cooperating teachers to program's expectations, their supervisory role, and developmental assessment practices through an annual optional orientation and/or meetings at school sites. The program chair indicated that she supports university supervisors in effective activities with cooperating teachers through regular meetings. Specifically, the program chair meets with university supervisors as a group on a weekly basis for much of the year, and as little as monthly during times of less need. The Field Experience Handbook, chapters from "Company In Your Classroom," and a list of all the field-based assignments due as coursework during the placement are given to each cooperating teacher. University supervisors observe cooperating teachers and student teachers to determine if they are working well together. If concerns surface program leadership is contacted. The university supervisor and/or cooperating teacher may meet one on one with a candidate, and if there is not a successful resolution a three way meeting may occur or program leadership may become involved. Candidates reported evaluating the cooperating teacher and university supervisor two times each quarter using a specific form that allows them to remain anonymous. Evidence indicates that candidates consistently evaluate cooperating teachers and university supervisors.

Standard 9: Assessment of Candidate Competence

Standard Met

Candidates preparing to serve as professional school personnel know and demonstrate the professional knowledge and skills necessary to educate and support effectively all students in meeting the state-adopted academic standards. Assessments indicate that candidates meet the Commission-adopted competency requirements, as specified in the program standards.

Findings

Candidates are assessed in several ways. Reviewed documents indicated that candidates' satisfactory completion of all coursework (including field experience) "is a strong indicator of

candidates having professional knowledge.” The program provides a narrative assessment of each candidate’s progress. Candidates are not provided with traditional grades. Instead, their transcript shows a narrative from the instructor and the transcript indicates whether the candidate, has met, not met, or exceeded the objectives for the course. An examination of course syllabi shows that candidates complete assignments that are tied to learning objectives. For example, in the course, “Teaching and Accommodating Students with Disabilities,” candidates complete an in-depth study project on accommodations for academic and behavior needs. This assignment meets the objective of candidates being able to “identify and select alternative instructional strategies to meet individual needs.”

To assess knowledge, skills, and abilities in field experiences, candidates are also assessed on the “Antioch Domains of Practice,” an instrument developed by the program. This instrument is used by the candidates (self evaluation), the cooperating teacher, and the university supervisor. The “Antioch Domains of Practice” are clearly linked to the needs of K-12 students and the California state academic content standards.

Candidates complete a culminating portfolio. The portfolio contains eight essays that are written and revised in response to one of the eight Domains of Practice of Antioch University. All candidates must demonstrate that they understand and can demonstrate aspects of all the Domains of Practice. Faculty members and university supervisors use a portfolio rubric. The site visit team examined various portfolios. Candidates included assignments in their portfolio that were tied to the Teaching Performance Expectations.

The PACT (Performance Assessment for California Teachers) is used to assess candidate competency in the Multiple Subject program. Each candidate must have passing scores on the PACT prior to being recommended for a teaching credential.

Program Standards Preliminary Multiple Subject Credential

Program Design

Antioch's Teacher Credentialing Program opened in July of 1999 as part of the CTC Pilot Project. The initial design was the result of careful study of teacher education research in California and nationally. Within the limits of legislation and university resources, the program contains the major elements that current research suggests—a clear program vision, a coherent, developmental curriculum that emphasizes critical thinking as well as powerful methodology, thoughtful field experience placement and supervision in schools where candidates are likely to be employed.

Interviews with program leadership indicate that Antioch's undergraduate program chair and faculty work closely with the MAETC program chair and faculty to assist in the effective preparation of undergraduate students for admission in the credentialing program. In addition, those enrolled in an undergraduate program may concurrently begin the multiple subjects and/or special education credential program.

Information collected through a review of course schedules and descriptions of the program design, as well as interviews with program leadership, cooperating teachers, university supervisors, faculty, alumni, and candidates indicated that coursework and fieldwork are completed concurrently. Candidates complete fieldwork during the day and coursework in the evenings. Cooperating teachers and candidates described opportunities to integrate course assignments into candidate's activities in the field. In addition, candidates reported that they reflect on their experiences in the classroom and seek solutions to improve engagement. Candidates learn more complex and more applicable methods of effective practice, while building a repertoire of teaching strategies, first modeled in university courses, and then practiced in local classrooms. Antioch has adopted the PACT Teaching Performance Assessment (TPA), and has integrated all aspects of practice and administration of the TPA into specific courses in the curriculum.

Program leadership report that during summer 2008 faculty retreats, data on candidate achievement and performance along with faculty evaluations and state and university mandates, and all aspects of program design were reviewed. Current syllabi reflect the original thinking behind the SB 2042 program design as well as the recent review, including changes to course content and structure and program principles. The design has remained the same except for minor changes involving additional curriculum to meet the combined MAETC and Education Specialist course of study. For example, the health and physical education classes, originally separate, were combined into one course. The technology class was redesigned to include assistive technology and another unit was added for the more extensive coursework.

Program leadership indicated that since the inception of the program in 1999, there have been ongoing efforts to develop partnerships with local education institutions. These institutions include community colleges, universities, schools, district offices, and the County Offices of Education. Because Antioch's program is small, the focus has been on developing effective partnerships with a few institutions that share the Antioch program's aims of developing

effective and critically reflective practitioners. The quarterly Advisory Committee meetings provide opportunities for these representatives and the program faculty to discuss program design and current issues with program implementation as well as community contexts that impact the program. Such discussions provide information essential to program faculty and administrators to help them effectively address problems and meet candidates' needs. Over the years, this body has been significantly helpful in providing support and advice about course sequence, program design, field placements and experiences, and the TPA. An example of how Antioch's program values multiple perspectives is the active recruitment of a variety of education professionals who bring their perspectives to the conversation. The advisory boards are representative of such professionals, including cooperating teachers, bargaining agents, personnel directors, city officials, county office personnel, community college faculty, and faculty from other four-year institutions of higher education.

Course of Study: Curriculum & Field Experience

A review of documents and information collected through interviews with program leadership, alumni, and candidates revealed that a hallmark of Antioch University's approach to education is the learning objective for all candidates to integrate theory and practice and to think critically about socially relevant problems. The program curriculum provides candidates with various methods for relating theory and practice through learning activities in which candidates examine these relationships.

The program provides in its curriculum a developmental continuum in which candidates learn to relate foundational educational issues and theories to their implementation in teaching practice in increasingly complex and relevant ways over time. The program has structured opportunities in all of its field experiences and courses for candidates to observe, acquire, utilize, and develop the pedagogical skills outlined in the Teaching Performance Expectations. Antioch University offers developmental fieldwork curriculum. Candidates begin teaching reading and mathematics during the second (fall) quarter, during the Field Practicum. They also have an opportunity to practice and reflect on classroom organization in Classroom Organization: Theory and Practice and Field Practicum. These field experiences provide opportunities to apply what candidates are learning in their concurrent methods classes. In the third (winter) quarter, candidates have full-day placements in which they gradually assume daily responsibilities for whole class instruction over the course of two quarters which includes Student Teaching with the Professional Seminar. Each candidate is guided individually by the Cooperating Teacher, and University Supervisor, as to when it is appropriate to assume daily responsibilities for whole class instruction.

A review of documents reveals that each candidate has at least one placement in a public school classroom with a predominance of English learners. Interviews with candidates and alumni indicate that if candidates of diversity are not available in a field placement, additional observations in other setting are required. Each of the placements is at a different grade level, one primarily including early childhood learners K-3, and the other upper elementary 3-6.

Candidates are assigned to supervised field sites to ensure that each candidate experiences placements that span all phases of the school year—beginning, middle, and end of the year. Candidates are required to gradually accept more and more teaching responsibilities within their placements, including at least two weeks of full day takeover independent teaching responsibility. Experiences that candidates are expected to have and develop throughout each

field placement include such activities as observation, leading classroom opening, monitoring student work, assessing individual students, teaching small groups, and teaching whole class groups. Candidates reflect on all aspects of the field experience in their written journals, in discussions with Cooperating Teachers and with University Supervisors, with their colleagues in the cohort, and in their program portfolios.

The Field Experience Handbook outlines the roles and responsibilities of the Student Teacher, University Supervisor, and Cooperating Teacher. It explains the TPEs, the evaluation process, and the process for reporting and documenting problem behaviors if observed in Student Teachers. Policies and procedures for formative and summative evaluation and the sequence of steps for resolving unsatisfactory progress are outlined in the handbook. The Problem Identification form, used in these cases, can also be found in the Field Experience Handbook.

Results of interviews with program leadership, cooperating teachers, university supervisors, and faculty reveal that Antioch values the contributions of the field-based personnel in the education of its candidates. Candidates are supervised by a Cooperating Teacher from the school site and a University Supervisor. Both the University Supervisor and the Cooperating Teacher receive a handbook to guide their evaluation, observations, and feedback to the Student Teacher in reference to the Antioch Domains of Practice and the TPEs. The supervisor also helps establish connections between coursework and fieldwork. By the time candidates near the end of their second student teaching placement, as they get ready to take on full teaching responsibilities, they will have demonstrated at least a beginning level of competence in most of the Domains and, thus, most of the TPEs.

Candidate Competence: Assessment of Candidates

In addition to meeting the external requirements set forth by the CCTC, such as subject matter competence, or passing the RICA, all candidates must complete the internal requirements of the MAETC Program. To meet these requirements, candidates must demonstrate competence in their coursework, student teaching performance, and professional behavior. They must complete a program Portfolio that demonstrates their competence. The criteria for acceptable demonstration of competence in these areas are explicit. Concerning coursework, including the embedded Teaching Performance Assessment, candidates must meet or exceed the majority of the Course Learning Objectives described for each course. They must also complete and submit all project requirements for each course. The program's student teaching assessment practice is based on the Antioch University Domains of Practice, which include the California Standards for the Teaching Profession (CSTP) and the TPEs. Antioch has constructed a developmental assessment scale that operationalizes the Domains of Practice into specific professional practices at the beginning, emerging, and applying levels. In the area of student teaching, candidates must demonstrate at least the beginning level of competence on every element of each Domain of Practice. Student teaching is assessed by the Cooperating Teacher, the University Supervisor, and the Field Practicum or Professional Seminar instructor (who may also be the University Supervisor). Assessment is performed using the Antioch Domains of Practice Developmental Scale, detailed in the Field Experience Handbook. The program Portfolio consists of artifacts (evidence) and related reflective essays that demonstrate the candidate's understanding of each of the Domains of Practice. The Portfolio is constructed throughout the year and is revised and submitted in quarters 1, 2, and 4 for faculty review. To complete the Program, all candidates

must demonstrate an acceptable level of understanding of all Domains. Documentation of all program requirements for each candidate is tracked on a Student Advisement checklist.

The Field Experience Handbook outlines the fieldwork sequence and provides guidelines and requirements for field experiences. The Portfolio Guidelines outline candidates' requirements to connect theory to practice as they demonstrate understanding and competence in relation to the Antioch Domains of Practice and the TPEs in their program portfolios. Program learning objectives are considered in the design, implementation, and evaluation of learning for every course.

The Teaching Event of PACT is presented to candidates in the middle of the program, specifically, at the beginning of the third of four quarters. Candidates learn how to prepare for and perform the event, including planning and implementing all lessons, reflections, and assessments. In the 3rd quarter, when candidates are expected to prepare for and perform the PACT Teaching Event, they have already had experiences that require the skills and knowledge being assessed. The scoring system includes rubrics, benchmarks, scorer recruitment and training, and a scoring process. At the orientation for new candidates, prior to beginning the program, all candidates are given an Antioch program handbook which includes a list of the Teaching Performance Expectations. Part of the orientation experience is an introduction to the TPEs and the CSTP (and Antioch's version: The Antioch Domains of the Practice). Candidates participate in activities in the orientation to help familiarize them with these expectations and the standards/domains. In each of the first two quarters of the program, candidates use the domains (TPEs) in reflecting on their own progress and competence in these TPEs through self-assessment. Portfolio entries focusing on the domains/TPEs are due each of these two quarters, prior to the PACT event in the following quarter. At the middle and end of the 2nd quarter, in collaboration with field supervisors and cooperating teachers in the first field experience, candidates evaluate their progress using the TPEs/domains.

Candidates are required to compile a portfolio comprised of entries that consist of teaching artifacts and reflective essays about their practice. Portfolio entries are developed in reference to Antioch's Domains of Practice, which include the California Standards for the Teaching Professions (CSTP) and the Teaching Performance Expectations. Because the TPEs, the Domains of Practice, and the TPA are so interrelated, candidates are encouraged to use their completed and passed TPA tasks and events as artifacts upon which they may reflect in reference to the Antioch Domains of Practice for inclusion in their program portfolios.

Findings on Program Standards:

After review of the institutional report, supporting documentation, the completion of interviews with program leadership, faculty, staff, cooperating teachers, support providers, university supervisors, alumni, and candidates the team determined that all program standards are fully **Met** for the Antioch University Preliminary Multiple Subjects Credential Program.

Preliminary Education Specialist, Mild/Moderate
Preliminary Education Specialist, Mild/Moderate Intern

Program Design

A review of documents indicates that the Educational Specialist: Mild/Moderate Credential program relies on the program chair and credential analyst to adhere to all state laws and University policies regarding advice, assistance, and admission of candidates, selection of faculty, design and implementation of curriculum, collaboration with practicing professionals, program evaluation, and determination of candidate competence. The program chair advises the Dean (VPAA) and other Antioch officials in regard to credentials and policies, student and teacher recruitment. The credential analyst maintains and distributes credential advisement information and answers questions for candidates. Antioch University maintains an advisory council composed of local special and regular educators in public schools as well as representatives from local institutions of higher education. The director of student teaching/chair of education department currently has primary responsibility for coordinating the Education Specialist preliminary credential along with the professional level credential. Supervisors and other part time faculty teach courses and supervise field work under the direction of the chair. In addition, the Director of Student Teaching, coordinates the field placements, facilitates collaboration between the instructors and supervisors, and establishes partnerships at school sites with principals, cooperating teachers, and the district special education personnel.

The program chair serves on campus committees which enable and maintain the coordination and communication function. Campus governance and administrative committees serve to assist the seamless interaction among departments. Specifically, the admission director, registrar, financial aid, and credential analyst, are in regular communication with each other and the program chair. Through the advisory council, university supervisors and faculty and on-going communication with field based teachers, a system of communication and coordination is in place.

Information collected through a review of course schedules and descriptions of the program design, as well as interviews with program leadership, cooperating teachers, university supervisors, faculty, alumni, and candidates indicated that coursework and fieldwork are completed concurrently. Candidates complete fieldwork during the day, and coursework in the evenings. Cooperating teachers and candidates described the practice of integrating course assignments into candidate's activities in the field.

Beginning with an exploratory course and culminating in a take over as part of the final student teaching requirements, candidates in Antioch's Preliminary Education Specialist Mild/Moderate Credential program have a developmentally sequenced series of field work experiences which begin in the first quarter of the program. The Education Specialist: Mild/Moderate Credential program is both a performance and knowledge-based approach to teacher preparation and certification. It is designed with three primary concepts in mind. These include best practices as described in current literature, a belief that the spirit of special education laws is intended to provide equity to individuals with disabilities, and Antioch University's commitment to social justice for all people regardless of their characteristics. Antioch University's mild/moderate credential program guides candidates to participate in sequentially and graduated field and course experiences. The design of these experiences is purposeful, with each phase moving candidates incrementally toward professional competence. Candidates may enter the program as 1) teachers

with a basic multiple or single subject credential, 2) intern with a multiple or single subject credential; 3) interns without a basic teaching credential; or 4) a traditional candidate with no teaching credential.

Collaboration between all the stakeholders in the education of students with disabilities and their successful transition to the community and the workforce are emphasized throughout the credentialing program. A review of documents reveals that Antioch has established collaborative partnerships with the local induction programs that will be available to Antioch's program completers in partnership districts and schools—the schools where candidates currently engage in fieldwork and are also likely to become employed. These linkages with local induction programs will initiate an on-going dialog with providers about both the credential and induction programs' curricula and delivery.

Course of Study: Curriculum & Field Experience

The results of interviews with faculty, program leadership, and university supervisors indicates that for each candidate, the university supervisor who evaluates the performance in each of the domains (developed from TPEs and CSTPs) has a mild/moderate (or equivalent) credential. In addition, all cooperating teachers (or field based supervisors) also must have the appropriate credential to supervise candidates for the mild/moderate credential.

The Education Specialist: Mild/Moderate Credential program is both a performance and knowledge-based approach to teacher preparation and certification. It provides candidates with instructional competence, collaborative skills, and a strong knowledge base that can be used in service to individuals with disabilities in our community. Additionally, graduates are able to articulate their knowledge of special education laws and practices in the context of Antioch's strong commitment to social justice.

Interviews with candidates and alumni reveal that diversity is addressed in coursework, often through guest speakers. A review of documents and interviews with program leadership indicate that coursework, observation, and student teaching experiences address educating students with disabilities and their families who represent a diverse local population. In addition to these courses, candidates demonstrate their knowledge, skills, and abilities in the program with respect to the Antioch Domains of Practice which are aligned with the CSTP and TPEs. Antioch has added additional domains (standard areas) in promoting ecological literacy, and significant to Standard 3, promoting social justice. In the first half of the program, candidates must select the social justice domain for their portfolio entries and reflection. Later in the program, they revisit this particular domain and reflect upon their growth in addressing issues related to social justice in their classroom settings.

The program has a carefully sequenced set of field experiences that provides opportunities for candidates to put into practice and demonstrate what they study in their theory and methods courses, including the Teaching Performance Expectations (TPEs) for the Education Specialist credential which are integrated into the Antioch Domains of Practice and the developmental scale based on these domains. Candidates are placed in field assignments that begin with classroom observations during the first quarter. Field experience continues with a field practicum in a regular education setting in the second quarter, and deepens in complexity and responsibility during student teaching assignments in the third and fourth quarters. Special education interns

begin assuming teaching duties at the end of the first quarter while still participating in course assignments that help them develop day-to-day teaching skills. Candidates (interns as well as traditional student teachers) who already possess a multiple or single subject credential are considered to have completed the early field experiences and move directly into student teaching in special education settings. Candidates are first placed in a general education setting and then special education.

The student teaching experience and seminar are the culminating experiences that allow candidates to practice and develop the skills that have been taught in the former courses in the program. There are many assignments within courses that are expected to be fulfilled within the lab setting of field practicum and/or student teaching. The organization and placement of the course sequence is designed around the expectations that candidates will use these field experiences for their practical application of coursework. Candidates' field placements and their responsibilities within them are described in the Field Experience Handbook.

The results of interviews with candidates and cooperating teachers, and a review of documents, indicate that observations are to be made of each candidate in the field through Field Practicum, Student Teaching Mild/Moderate with Professional Seminar I, and Student Teaching Mild/Moderate with Professional Seminar II. Candidates reflect on their growth during the student teaching placement, as do the university supervisors and the cooperating teachers (field-based supervisors).

Candidate Competence: Assessment of Candidates

The system for determination of competence consists of the following: demonstration of skills and abilities through field work; satisfactory completion of courses; passage of state required examinations, including an acceptable portfolio documenting growth throughout the credential program. University supervisors, faculty, cooperating teachers (field based supervisors, including administrators) continuously support Antioch's Mild /Moderate Specialist program. One of the roles of the university supervisor is to review the pedagogical assignments and tasks required in the program and to communicate them to the field supervisors. The university supervisor, cooperating teacher and faculty members are all responsible for the ongoing evaluation of Antioch's candidates as they progress through their fieldwork requirements. Candidates successful completion of their fieldwork and coursework are based on the consensus of all those who have participated in supporting program requirements. Throughout the program, candidates compile a program portfolio of artifacts that demonstrate their abilities to reflect on their learning and instructional competence. The artifacts are presented and described in a reflection essay in relation to Antioch's eight Domains of Practice which consist of a detailed expansion of the California Standards for the Teaching Profession and the Council for Exceptional Children Professional Teaching Standards. Candidates keep a journal in which significant learning is recorded, and their professional development is tracked. Successful completion of field work, as determined by the field based and university supervisors, and presentation of the Portfolio for all 8 Antioch Domains of Practice is required for successful completion (and awarding of credit) of the culminating student teaching course, Student Teaching Mild/Moderate with Professional Seminar II.

Three way conferences are held periodically with cooperating teachers, supervisors and candidates to effectively triangulate the data and thus validate the evaluation of each candidate's

progress with regard to each of the domains, including the elements related to demonstrating skills and abilities in teaching English Learners. In their field experiences (for the Field Practicum as well as Student Teaching experiences) candidates are required to keep reflective journals, field notes, and complete observational assignments. Candidates receive verbal and written feedback from instructors, cooperating teachers, and University supervisors. On-going feedback from the support team gives candidates opportunities to reflect on their practice regarding instruction, communication styles, and collaborative strategies with caregivers, school administrators, general and special education teachers, families, and community partners. Candidates also provide evidence of communication and collaboration as part of their reflective portfolios and entries in the “Developing as a Professional” domain.

Summative evaluations of candidate’s progress occur at the end of the program. The candidate’s advisor as well as the credentials analyst maintains files which support an on-going record of status on courses attempted and completed.

Findings on Program Standards:

Since the program has recently undergone transition to new standards, a full program assessment will be conducted within one year of implementation of the newly transitioned program to determine if the narrative response is aligned with the Education Specialist Preliminary Credential Standards. After review of the institutional report, supporting documentation, the completion of interviews with program leadership, alumni, cooperating teachers, university supervisors, faculty, and candidates the team determined that all program standards for the Antioch University Education Specialist Preliminary Credential program are fully **Met**.

Multiple Subject Clear Credential

Program Design

Applications are made through the admissions department at Antioch where a designated MAE program admissions director advises prospective teachers. Close communication between Admissions and the MAE program chair during the admissions process ensures that only those who are eligible for Antioch's alternative to induction proceed with their application. Once admitted, the teacher is oriented to the program by the program chair and the instructor for the Profession Inquiry and Collegial Observation (PICO), course series. Each teacher has three files in which documentation about courses and units are kept. The transcripts, including BA transcripts are kept in the registrar's office and are easily accessible to the administrators of the credential programs. Teacher files are also kept in the office of the credential analyst. The files for the Clear Credential Teachers include copies of credentials issued and documentation of eligibility for the clear credential program including the CL 855. When teachers have satisfied their Individualized Inquiry Plans (through documentation of applied knowledge and skills in their classrooms, completed course assignments and the Individualized Inquiry Portfolio) and completed the course sequence for the advanced course of study, the Credential Analyst will review them and will prepare the documentation to recommend the teacher for the clear credential. The Director of Student Teaching or program chair will review the documentation and give the final recommendation for the credential. Documents with the recommendation and transcripts will be forwarded to CTC for credential issuance.

There is programmatic coherence between the preliminary preparation and the clear credential in the use of the Antioch Domains of Practice, which are composed of the California Standards for the Teaching Profession plus a domain for Ecological Literacy and one for Social Justice (CSTP+2), are used as a frame for guiding program design and evaluation of teachers. Articulation of the two programs is also found in the overlapping of roles of many of our faculty from one program to another. The Clear Credential program is designed to take full advantage of fieldwork with concurrent coursework. The cornerstone of Antioch's Clear Credential program is a three quarter course sequence which operates much like a professional learning community. All program requirements are built into the courses in this series.

It is the intent of Antioch University to initiate quarterly meetings involving university personnel and site administrators. These quarterly meetings will improve the current structure of communication between Antioch, districts and individual schools involved in teacher preparation efforts. These will include: existence and review of Handbook; monthly PICO seminars, and monthly faculty meetings with Antioch's Education Department chair for the purposes of monitoring Clear Credential Candidates' progress and responding to the particular challenges of their work environments. To best support the Clear program activities of each candidate and coordination between Antioch and the site/district, a meeting between the instructor of the Professional Inquiry and Collegial Observation courses and the teacher's administrative supervisor will occur on a regular basis, at the beginning of the fall and end of each quarter fall, winter and spring.

Course of Study: Curriculum & Field Experience

Candidates are expected to take the standards based content courses or to propose alternate ways to demonstrate skills and knowledge in these areas through fieldwork evaluated by a Mentor/Assessor thereby differentiating for the needs of each Clear candidate. Antioch has embedded the standards content for the clear credential into MA level courses. Candidates will take Differentiated Instruction for Universal Access and Resilience and the School Community.

Teachers are assigned a faculty advisor, usually the course instructor for PICO and meet to review the requirements for the Clear Credential. Clear Credential candidates may elect to solicit a qualified mentor who will document the new teacher's growth in regards to the standards.

There are opportunities for new teachers to engage in structured conversations with site specific support. The first is communication with the support provider with the extended collegial support provided by members of the cohort. Collegial Coaching is one of the primary vehicles for reflection and candidates are taught the process of collegial coaching in the PICO seminar. Another example of a structured conversation is the three-way conversations that occur each quarter. The structure of these conversations is based directly on Antioch's eight domains. The mentor/support provider completes a summary of the candidates' efforts in the context of these domains. The new teacher also prepares a self-assessment of his/her own performance in the context of the same domains. During the monthly PICO seminars, candidates share videotapes of their practice, lesson plans, assessment plans and student work. The seminars are structured specifically to provide a forum to discuss each candidate's experience and how work and theory are being applied in the classroom. Each new teacher, through self-study and analysis of performance based evidence determines their level of development along with their PICO instructor and their principal or assigned supervisor who will have a mid-quarter and an end of quarter 3-way conference to discuss their progress. This conference is intended to ensure collaboration among the field-based support, the PICO instructor, and the candidate.

Candidate Competence: Assessment of Candidates

Professional Inquiry in Collegial Observation (PICO) is intended to provide teachers with the opportunity to support one another in their beginning teaching and to demonstrate all Clear program standards through two portfolios: One, an Individual Inquiry Plan, and subsequent Individual Inquiry Portfolio, and the second, Program Reflection Portfolio documenting all eight Antioch Domains of Practice. The Antioch Domains of Practice are composed of the California Standards for the Teaching Profession plus a domain for Ecological Literacy and one for Social Justice (CSTP+2). During the first course of the PICO series for the clear credential, teachers design their own learning and assessment plan to realize their growth goals and advance their capacity as a professional educator. This plan is developed with advice from the teacher's support provider and field based administrator along with the PICO course instructor. Each teacher begins the process with either the application essay describing their level of growth in each of the Antioch Domains of Practice (CSTPs +2), or, using their final introductory essay from their preliminary portfolio, proposes a plan to address the required standards of the Clear Credential. Teachers identify areas for focus during the first quarter of the Clear program. A third source for identification of IIP goals is the teacher's PACT or TPA scores. Through the IIP, candidates develop a unique clear credential program. In the IIP teachers designate how they will meet each of the clear credential content standards for English Learners, Special Populations,

Pedagogy and Equity/Universal Access. Candidates design an Individualized Inquiry Plan in which they will address how they will learn the content and practice the skills required for the program. At the end of each quarter as a requirement in the PICO course, teachers submit an Individualized Inquiry Portfolio (IIP) as well as a Program Reflection Portfolio. The purpose of the IIP is to document progress on the standards for this credential as identified in the initial plan. The purpose of the reflection portfolio is to address growth in the Antioch Domains of Practice (CSTP plus two Antioch standards: Promoting Social Justice and Promoting Ecological Literacy). The Program Reflection Portfolio is submitted at the end of each quarter addressing two or more of the domains so that at the conclusion of the program all eight domains have been addressed. Using the Portfolio Evaluation Rubric each teacher is assessed for adequate growth in all eight domains. The program is small enough that the PICO instructor is the sole evaluator.

Monthly PICO seminars with the candidates are to provide the primary source of support. The seminar's purpose is to support the candidates in a collegial forum where the goals of the practicum, the application of theory to practice, can be discussed and evaluated. Antioch faculty is also available to meet with candidates individually on an as-needed basis. New teachers are also supported indirectly, by the monthly Antioch faculty meetings where any candidate's concerns may be shared with other faculty members and with the Department Chair. Collegial observations, support provider visits with observation notes, and the candidates own reflections on their students' success, offer feedback to the candidate about their classroom climate, patterns of interaction and students' well-being.

Findings on Program Standards:

Since the program has recently undergone transition to new standards, a full program assessment will be conducted within one year of implementation of the newly transitioned program to determine if the narrative response is aligned with the Multiple Subjects Clear Standards. After review of the institutional report, supporting documentation, the completion of interviews with program leadership, alumni, cooperating teachers, university supervisors, faculty, and candidates the team determined that all program standards for the Antioch University Clear Multiple Subjects Credential program are fully **Met**.